GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA

UNSTARRED QUESTION NO:4226
ANSWERED ON:12.12.2016
Shortage of facilities for differently abled Studetnts
Misra Shri Ajay (Teni)

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that the number of special schools and teachers required for students with special needs in the country is not adequate;
(b) if so, the details thereof, State/UT-wise;
(c) whether the Government is formulating or likely to formulate any plan-of- action to meet the above shortage;
(d) if so, the details thereof; and
(e) whether the Government proposes to put in place separate examination board and syllabus for students with special needs and if so, the details thereof ?

Answer

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI UPENDRA KUSHWAHA)
(a) to (d): The Government of India is implementing Sarva Shiksha Abhiyan (SSA) as the main programme for universalising elementary education for all children from 6-14 years of age. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. The focus of SSA is on providing inclusive education to children with special needs (CWSN), wherein children with and without disabilities participate and learn together in the same class. As per the Unified District Information System for Education, 2015-16 (provisional), there are 46.74 lakh general teachers under SSA.
Besides under SSA, two resource persons are engaged in every Block Resource Centre exclusively for CWSN. Under the SSA, 18174 such resource persons are engaged. Hence, the number of teachers required for CWSN under SSA are adequate.
The Inclusive Education for Disabled at Secondary Stage (IEDSS) component of the integrated Rashtriya Madhyamik Shiksha Abhiyan (RMSA) caters to the needs of CWSN at secondary level of schooling. Under the IEDSS, any school where the number of the children with disabilities is more than 5, should appoint one special educator. In case the number of children is less, the special educator can work for a cluster of schools. In accordance with this ratio, the requisite number of special educators may be appointed in schools (or for a cluster of schools) for children requiring special teacher support. The special educators provide counselling to the parents, help in identifying the needs of CWSN and help in other ways whenever necessary. 3245 special educators approved under IEDSS are in position at present and 5935 of the sanctioned posts under RMSA are lying vacant.
The Ministry of Human Resource Development is giving grant to States and UTs for the salary component of special educators, the subject matter of their recruitment and deployment comes within the purview of the States and UTs concerned. The Ministry is regularly following up with the Stats for filling up the vacant posts of special educators approved under RMSA.
The Department of Empowerment of Persons with Disabilities provides Grants-in-Aid to Non-Governmental Organizations running projects for the welfare of Persons with Disabilities, including projects for Special Schools for Children with Disabilities under the Central Sector Scheme namely Deendayal Disabled Rehabilitation Scheme (DDRS). During the year 2014-15, 2015-16 and 2016-17 (till 01.12.2016), grants-in-Aid was released to 405, 397 and 276 special schools under DDRS.
(e): Since SSA follows an inclusive philosophy for CWSN, no special syllabus is developed. SSA is also the key vehicle to implement the provisions under the Right of Children to Free and Compulsory Education Act, 2009. Section 30 of the RTE Act mandates that no child shall be required to pass any Board examination till the completion of elementary education. Every child completing his elementary education shall be awarded a certificate.
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